Courage to Soar			
2006 Mathematics			
Grade Level Expectations			
Delaware Mathematics			
Grade 3			
Activity/Lesson	**State**	**Standards**	
Soaring Higher	DE	MA.3.1.2.4	Use pictures and number sentences to represent multiplication and division problems
The Flight Timeline	DE	MA.3. 3.3.5	Make number lines and break each unit into smaller units (e.g., 1/2 units, 1/3 units, 1/4 units)
The Flight Timeline	DE	MA.3. 4.2.1	Demonstrate a variety of informal and conventional techniques for representing and organizing categorical and numerical data (e.g., tallies, tables, pictographs, bar graphs)
Flying a Styrofoam Plane	DE	MA.3. 3.3.3	Measure objects (height, length of arms, length of foot) using standard measurement units (e.g., cm, inches, feet)
Looking for Answers:A research project	DE	MA.3. 4.1.1	Collect categorical and numerical data to answer a question posed by the teacher or students
Looking for Answers:A research project	DE	MA.3. 4.2.1	Demonstrate a variety of informal and conventional techniques for representing and organizing categorical and numerical data (e.g., tallies, tables, pictographs, bar graphs)
Courage to Soar			
2006 Mathematics			
Grade Level Expectations			
Delaware Mathematics			
Grade 4			
Activity/Lesson	**State**	**Standards**	
Kite Flight	DE	MA.4. 4.1.1	Pose questions that can be answered with data; systematically collect and organize both categorical and numerical data
Soaring Higher	DE	MA.4. 1.2.3	Demonstrate mastery of mental math strategies for multiplying numbers (e.g., 25 x 8)
Soaring Higher	DE	MA.4. 2.2.1	Model situations that involve the addition, subtraction, multiplication and division of whole numbers using objects, pictures, geometric model, and symbols
The Flight Timeline	DE	MA.4. 1.1.7	Explore negative numbers by extending the number line using familiar applications (elevator, temperature, sea level, debt)
The Flight Timeline	DE	MA.4. 4.1.1	Pose questions that can be answered with data; systematically collect and organize both categorical and numerical data

Flying a Styrofoam Plane	DE	MA.4. 3.3.1	Estimate and then measure the length of objects to the nearest whole unit (e.g., find your height in inches or centimeters)
Looking for Answers:A research project	DE	MA.4. 4.1.1	Pose questions that can be answered with data; systematically collect and organize both categorical and numerical data
Looking for Answers:A research project	DE	MA.4. 4.1.2	Collect categorical data where the data is described using numbers (e.g., how many have five letters in their first name?)
Courage to Soar			
2006 Mathematics			
Grade Level Expectations			
Delaware Mathematics			
Grade 5			
Activity/Lesson	**State**	**Standards**	
Kite Flight	DE	MA.5. 4.1.1	Pose questions that can be answered with data; systematically collect and organize categorical and numerical/ measurement data
Soaring Higher	DE	MA.5. 1.2.2	Multiply and divide by large numbers (e.g., two digits by two digits) and show why the operation works
Soaring Higher	DE	MA.5. 1.2.5	Use and apply various meanings of multiplication and division (e.g., fair share, repeated addition/ subtraction, compare, rate)
The Flight Timeline	DE	MA.5. 4.1.1	Pose questions that can be answered with data; systematically collect and organize categorical and numerical/ measurement data
Flying a Styrofoam Plane	DE	MA.5. 3.3.1	Measure and compare objects using standard measures to the nearest 1/2, 1/4 or 1/8th unit
Flying a Styrofoam Plane	DE	MA.5. 3.3.2	Measure and compare objects using metric units to the nearest 1/10th
Looking for Answers:A research project	DE	MA.5. 4.1.1	Pose questions that can be answered with data; systematically collect and organize categorical and numerical/ measurement data
Controlling the Plane	DE	MA.5. 4.3.2	Find and use measures of center (mean, median, mode) and spread (range) to summarize and interpret data
Controlling the Plane	DE	MA.5. 4.3.3	Identify the typical or average value in a data set as well as any atypical values